



AP[®] Latin

2016 Scoring Guidelines

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Question 1

One point is awarded for every correctly translated segment. Student must correctly translate all words in a given segment to receive credit for that segment.

Acceptable Translations

- Troius:** Trojan, of Troy, Troy's
Aeneas: Aeneas
- pietate:** in / with / by / from / because of / in respect to / in regard to / on account of / for piety / *pietas*, dutifulness, (sense of) duty, devotion, respect, loyalty, (sense of) honor, righteousness
insignis: distinguished, remarkable, marked, noted, famous, famed, recognizable, visible, conspicuous, manifest, outstanding, noteworthy, extraordinary, exceptional, significant, glorious, honorable
et: and
armis: in / with / by / from / because of / in respect to / in regard to / on account of / for arms, weapons, weaponry, armor, war, battle, military service, soldiering, fighting
- ad:** to, towards, for, at, near
genitorem: father, parent, sire, begetter, progenitor, ancestor
- descendit:** descends, goes down, climbs down, comes down, moves down, steps down, travels down, heads down [AND a full set of tense variations for perfect, e.g., has descended/descended]
- ad:** to, towards, for, at, near
imas: (very) deep, deeper, deepest, low, lower, lowest, depths of, bottommost, bottom of, deep down in, innermost, nethermost
umbras: shade(s), shadow(s), ghosts, phantoms; darkness, gloom
- Erebi:** of the Underworld, of Erebus, of Hell/Hades; (or possessive)
- Si:** if, supposing that
nulla: no, not any; not at all, not in any way (not just “not”)
imago: image, representation, likeness, idea, reflection, model, example [must be nom.]
- tantae:** so great / large / big; so / this much
pietatis: of piety/*pietas*, dutifulness, (sense of) duty, devotion, respect, loyalty, (sense of) honor, righteousness [must be genitive]
- te:** you
movet: moves, perturbs, provokes, urges, prompts, stirs, agitates, sets in motion, shifts, impels, compels, shakes, changes, alters, upsets, stimulates, excites, causes to change
- at:** but, however, nevertheless, at any rate, still, anyway, yet, on the contrary, at least, certainly, on the other hand, now, then, well, to be sure
agnoscas: you may / should / could / would / might / ought to recognize, acknowledge, identify, know, realize; let / may you / maybe you recognize, etc. [may also be rendered as a simple imperative]

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Question 1 (continued)

11. **ramum:** branch, bough, twig, stick [must be accusative]
hunc: this
12. **aperit:** (she/he) reveals, uncovers, shows, brings out, frees, releases, clears, makes visible, brings into view, pulls out, bares, exposes, produces, presents, discloses [may also be historical present]
ramum: branch, bough, twig, stick
13. **qui:** which, that [must be nominative]
veste: in / under / beneath / by clothes, clothing, cloak, dress, vestiments, robe(s), garment(s), cloth, dress, attire, costume
latebat: was (lying/being) hidden / concealed / undetected / unobserved, was hiding, was lurking, was out of sight, was lying, was escaping notice [or simple past equivalent]
14. **tumida:** swollen, swelling, distended, puffed (up), dilated, protuberant, inflated, tumid, inflamed [may be taken either with *corda* or with *ira*]
tum: then, at that/this time, afterwards, at that moment, next, after that
corda: heart(s), chest(s), mind(s), spirit(s)
residunt: settle(s) (down), abate(s), subside(s), relax(es), quiet(s) (down), calm(s) (down), sink(s) (down), deflate(s), recede(s), die(s) (down), rest(s) [may also be historical present]
15. **ex:** from, out of, because of, off of, after
ira: anger, ire, wrath, rage, temper

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Question 2

One point is awarded for every correctly translated segment. Student must correctly translate all words in a given segment to receive credit for that segment.

Acceptable Translations

1. **Nostri:** our(s) (men, guys, soldiers, fellows, etc.)
2. **simul:** at the same time (as), as soon as, once, simultaneously (as/when)
in: on, in, upon
arido: dry land/ground
constiterunt: (they) stood/were standing, took a position, got their footing, set their feet, stopped, came to a halt, halted, paused, established themselves/their position, settled
3. **suis:** their (own) (men, guys, soldiers, fellows, etc.)
omnibus: all, every (one of)
consecutis: having followed, pursued, reached, caught up with, overtaken, come after, gone after, attended, kept pace

[ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately]

4. **in:** into, at, against, on, upon
hostes: the enemies (enemy), hostiles, opposition forces
5. **impetum fecerunt:** (they) made / did / performed / waged / brought an attack, rush, charge, sortie, assault; they attacked, charged, assaulted, etc.
6. **atque:** and
7. **eos:** them, those (men, guys, soldiers, fellows, etc.)
in fugam dederunt: (they) gave / turned / drove / sent / put / compelled / rendered / forced / pursued / chased to / into flight, escape, retreat, withdrawal, fleeing, rout, desertion; they routed, caused to flee
8. **neque:** and not, nor, neither
longius: farther, longer, a greater distance / amount of time (or space); (comparative equivalents) rather far, long, etc.; very far, etc.
(*neque longius* may also be taken as “and no longer”)
9. **prosequi:** (to) follow, pursue [must be infinitive with *potuerunt*]
potuerunt: (they) were able, could
10. **quod:** because, since
11. **equites:** cavalymen, cavalry, horsemen, knights
non potuerant: (they) had not been able, had been unable

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Question 2 (continued)

12. **cursum:** course, way, march, passage, journey [must be accusative]
tenerere: (to) hold, keep, maintain, follow [must be infinitive with *potuerant*]
atque: and (may also be taken with segment 13)
13. **insulam:** island [must be accusative]
capere: (to) reach, get to; (to) take hold of, lay hold of, take, seize, take possession of, capture [must be infinitive with *potuerant*]
14. **hoc:** this
unum: one, only, single (thing, etc.), (thing) alone
Caesari: to / for / from Caesar; Caesar's, of Caesar; Caesar (as object of *defuit*, "this one thing failed Caesar")
defuit: was lacking, was missing, was absent, failed; there / it was lacking
(segment may be rendered as "Caesar lacked / was missing this one thing" *vel sim*)
15. **ad:** to, towards, as regards, in comparison with, according to, concerning, for
pristinam: former, previous, earlier
fortunam: fortune, luck, chance, prosperity, success, result, destiny, fate

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Question 3

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 Strong	The student develops a strong essay about the ways in which each speaker justifies his feelings to the one he is addressing and consistently aligns it to Latin evidence. Occasional errors need not weaken the overall impression of the essay.	The student uses copious examples of accurate, specific, and relevant Latin, properly cited, drawn from throughout both passages.	The student consistently uses inferences and draws conclusions that accurately reflect the Latin and support the analysis.	The student is able to use specific contextual references consistently in order to support the analysis.
4 Good	The student develops a good essay about the ways in which each speaker justifies his feelings to the one he is addressing, providing main ideas and some supporting details. Although the analysis may not be nuanced, it is based on a sound understanding of the Latin.	The student uses examples of Latin that are generally accurate, specific, and relevant, properly cited; while they are not plentiful, they are drawn from throughout both passages.	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student may rely on what is stated, or may make inaccurate inferences.	The student is able to use some specific contextual references that support the analysis.
3 Average	The student develops an adequate essay about the ways in which each speaker justifies his feelings to the one he is addressing that reflects some understanding of the passage, OR the essay may be strong for one passage but weak for the other. The analysis may not be well developed, relying on main ideas but few supporting details, or it may rely on summary more than on analysis.	The student may have few accurate Latin citations; they may not be linked to the analysis, or fail to support it.	The student may display only limited understanding of implied information.	The student may sometimes misunderstand contextual references or fail to connect them effectively to the analysis.
2 Weak	The student recognizes passage(s) but presents only a weak essay. It may be confusing and lack organization, or may rely on summary. It addresses only portions of the passages, or addresses one passage well, but the other not at all.	The student provides little Latin support, taken out of context or misunderstood, or may use no Latin.	The student may make incorrect assumptions or make inferences and conclusions based on the passages only rarely.	The student may show no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.

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Question 3 (continued)

	Development of Argument	Use of Latin	Inferences & Conclusions	Contextual Knowledge
1 Poor	The student understands the question but offers no meaningful analysis. Although the student may not recognize the passages, the response contains some correct, relevant information.	The student cites no Latin, or only individual Latin words, and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student does not make inferences and conclusions based on the passages.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.
0 Unacceptable	The student offers a response that is totally irrelevant, totally incorrect, or restates the question.	The student demonstrates no understanding of Latin in context.	The student does not make inferences and conclusions based on the passages.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.

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Question 4

7 points total

Subquestion 1a (1 point):

(with) a large crowd / band / group accompanying, following, attending, going along, escorting, joining in, gathering, crowding, thronging, staying (with), being present (with)

[ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately]

Subquestion 1b (1 point):

Ablative absolute

Subquestion 2 (1 point):

upset, burning, frantic, frenzied, raging, angry, agitated, eager, excited, disturbed, distressed, worried

Subquestion 3 (1 point):

Bringing the Trojan horse into the city
Having the wrong opinion about the Greeks and Ulysses
Accepting the “gift” of the Greeks

Subquestion 4 (1 point):

— — — — —
Creditis avectos hostes? Aut ulla putatis

Dactyl — Spondee — Spondee — Spondee — Dactyl — Spondee

- The line must be completely correct in its scansion. Copying of the Latin need not be perfect. The final foot may be rendered as a spondee or as a long-short, as X, or as a long-anceps.
- The student may put long and short marks over the Latin syllables or write out the names of each metrical unit. If the student offers both styles of scansion and they do not match, the better version will count.

Subquestion 5 (1 point):

Ablative

Subquestion 6 (1 point):

Metonymy: (*hoc*) *ligno*
Synchysis / Interlocking word order: *hoc inclusi lingo ... Achivi*
Hyperbaton: *inclusi ... Achivi*
Word picture / Graphic word order: *hoc inclusi ligno*

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Question 5

8 points total

Subquestion 1a (1 point):

- inventor of (all) art(s)/skill(s)
- leader / guide / god of travelers / leader of roads and journeys; Mercury leads/guides travelers, roads, journeys
- protector of commerce/merchants; Mercury has the greatest influence for (the acquisition of) money and for commerce

Subquestion 1b (1 point):

- *inventorem artium*
- *viarum atque itinerum ducem*
- *ad quaestus pecuniae mercaturasque habere vim maximam* OR *ad quaestus pecuniae* OR *ad mercaturas*

Subquestion 2 (1 point):

they say (that) / claim (that) / consider (that) / relate (that) / allege (that) / tell (that) / refer to / name / call / regard (OR other present tense translations of verbs of saying, thinking, and believing)

Subquestion 3 (1 point):

They are almost/generally the same
They are similar/the same

Subquestion 4 (1 point):

music / poetry / archery / the sun / the light / prophecy / care of the herds and flocks / hunting

Subquestion 5a (1 point):

When/at the time that they (have) decided (upon), resolved, determined, made up their mind(s), established, set up (in their minds)

Whenever they decide, etc.

Subquestion 5b (1 point):

Indicative

Subquestion 6 (1 point):

The Germans